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ABSTRACT

The primary purpose of the ABE learning Center is to provide services to adults in the Camden area who are in need of basic education. Guidelines for operating the Learning Center are presented in the following chapters: The Administrator of Learning Center; The Counseling Office; The Learning Laboratory; The Learning Center Instruction; Pre-Service and In-Service Training; Supplementary Services; Recruitment; Operational Procedures; and Bulletins. (DB)

ED051501

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STATE OF NEW JERSEY DEPARTMENT OF EDUCATION
CAMDEN ABE LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY 08103

ABE LEARNING CENTER GUIDELINES

Initial Formulation
(September 1968 - May 1969)

ABE MATERIALS LIBRARY
SOUTHWESTERN COOPERATIVE
EDUCATIONAL LABORATORY INC.

AC010418

INTRODUCTION

PURPOSES AND OBJECTIVES

of the

ADULT BASIC EDUCATION LEARNING CENTER

CAMDEN, NEW JERSEY

STATEMENT OF PURPOSE:

The primary purpose of the ABE Learning Center is to provide services to adults in the Camden area in need of basic education. Special emphasis is placed on assisting non-English speaking as well as undereducated native-born Adults.

In keeping with this purpose; specialized and individualized techniques, instructional materials, as well as flexible scheduling, are employed for motivating the undereducated and uneducated adult members of the community. The purpose is best described as it is stated in the Abstract of the Project Proposal.

> "Through the use of this innovative and unique approach, we intend to reach, motivate, involve, and relate the alienated Adult to an essential first step on the road to an enhanced self image, functional literacy, job training, employment and fuller preparation as a contributing member of our democratic society."[1]

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[1]ABE Learning Center, New Jersey Proposal, Section 309, Revised Copy #3, Proposal Abstract p. 1.

OBJECTIVES:

1. Demonstrate the effectiveness of programmed individualized instructional materials utilizing a one-to-one tutorial, small group seminar, as well as a learning laboratory technique.

2. Demonstrate the increased potential of a flexible scheduling of learning activity upon the individual's rate of learning as well as upon his personal motivation to learn.

3. Demonstrate the potentials for more effective learning through a carefully developed student-counselor-instructor relationship pattern of operation.

To realize these objectives, the ABE Learning Center opened, as planned, on October 15, 1968. The operational plan for the Center includes a five day per week schedule, open to adult students daily from 8:30 a.m. to 9:30 p.m. Maximum utilization of staff time, facilities, instructional equipment and materials, each day, is an additional goal for this Center.

Pre-service, as well as in-service training of the total Staff, is an integral part of the operation of the learning center. The Adult Education Resource Centers of Glassboro State College, and of Montclair State College, as well as the Learning Center Staff initiate and carry on continuous staff training activity.

TABLE OF CONTENTS

I. The Administrator of Learning Center 1-4

New Jersey ABE Learning Center Director 1
Clerical Assistance 2
Local Advisory Committee 3-4

II. The Counseling Office 5-17

Learning Center Guidance Counselor 5
Counseling Office-Secretary 6
Adult Student In-take Procedures 7
Testing of Adult Students 8
Student Records 9-10
Procedures for Preparing Individualized Programs of Study 11-14
Referral Procedures 15-17

III. The Learning Laboratory 18-21

Learning Lab Specialist 18
Learning Lab Aide 19
Learning Laboratory 20
Adult Student Learning Laboratory Records 21

IV. The Learning Center Instruction 22-30

Learning Center Instructor 22
Procedures for Preparing Individualized Programs of Study 23
Bulletin #2 Index Cards, Files 24-25
Bulletin #5 Attendance, Progress Testing 26-27
Bulletin #8 Individual Records 28
January 27, 1969 Bulletin Camp Forms, Program Forms . . 29
Bulletin #12 Materials used, Student Dismissal 30

V. Pre-Service and In-Service Training 31-36

Combined Staff Pre-Service Training Program 31-32
In-Service Sessions 33-34
Memo: English for Foreign Speaking 35
Memo: In-Service "Professional Reading" 36

VI. Supplementary Services 37-44

Library Component 37-38
Senior Adult Program 39-40
Proposed Detailed Study Plan 41-44

VII. Recruitment 45-49

Recruitment Flyer (English) 45
Recruitment Flyer (Spanish) 46
Memo: Recruiting Program 47
Memo: Recruiting Program 48
Memo: Build Enrollment 49

VIII. Operational Procedures 50-56

Memo: Suggestions for Recruitment and Attendance 50
Bulletin # 12 - Materials Use 51
Materials and Equipment 52
Telephones - Security - Attendance 53
Bulletin #1 - Staff Absences, Smoking Regulations 54
Bulletin #4 - Fire Drills 55
Bulletin # 13 - Center Evaluation 56

IX. Bulletins 57-74

Bulletins (chronologically arranged) #1-13 57-74

SECTION I

THE ADMINISTRATOR OF LEARNING CENTER

TITLE: NEW JERSEY ABE LEARNING CENTER DIRECTOR

DEFINITION: Responsible for the direct administrative, supervisory and continuing evaluative activities in the center's operation.

EXAMPLES OF JOB RESPONSIBILITIES:

1. Recruit, interviewing, selection and recommendation of personnel to staff the local ABE Learning Center.

2. Formulate, and administer, such operational patterns and evaluative procedures, as are necessary to insure a continuity of effective performance of the local Learning Center.

3. Supervise the day-to-day conduct and operation of the local Learning Center.

4. Establish, and maintain, effective working relationships of the local Learning Center with MDTA Multi-Skill Center, as well as with other agencies and programs deemed to be desirable and necessary, including: College Adult Education Resource Centers, Employment Services, local public schools ABE programs, Model Cities projects, Welfare Programs, C.A.P. programs, etc.

5. Develop such instruments, and procedures, to implement the "instructional materials, equipment and techniques" continuing evaluation phase of an ABE Learning Center.

6. Insure the collection, processing, and evaluation of such information and data as is necessary to the success of the Learning Center.

7. Provide appropriate assignment, training, guidance, professional help and assistance to the local Learning Center.

8. Promote, and publicize, the local Learning Center's activities to insure maximum cooperation and support within the community.

9. Develop procedures, and supervise such procedures of the local Center, for the selection, ordering, distribution, maintenance and servicing, evaluation, storage and inventory control of supplies, instructional materials and equipment.

10. Assume such office management responsibility as to insure effective operation of Center.

11. Maintain essential records and files, as well as prepare such reports and studies as are necessary to the effective development of the Learning Center.

12. Carry on such activities as to provide for his own as well as the Staff's professional development, including reading, adult education conference participation, and the development of a functional professional library at the Center.

CLERICAL ASSISTANCE

DIRECTOR'S OFFICE - SECRETARY:

Serves as Receptionist for Learning Center Office.

Answers Center's Office telephone, takes and relays messages for Learning Center, as well as place calls as directed by Center Director.

Types order forms for supplies and materials. Checks invoices of supplies, equipment and material upon arrival at Learning Center. Maintains inventory of office supplies for reordering.

Types correspondence, bulletins, memos, announcements, as well as prepares mimeograph and ditto materials for reproduction as directed by the Learning Center Director.

Types instructional materials for Learning Center-Staff, as directed by Learning Center Director.

Maintains Staff daily attendance records and prepares Time Sheet forms for processing to Project Office.

Prepares Monthly Statistical Report form for processing to Office of Adult Education.

Assists in the initial registration of Adults when Counselor and his secretary are busy.

Receives and distributes mail to Learning Center personnel.

Operates office machines and equipment as directed by Learning Center Director.

Maintains certain simple expense records as directed by Learning Center Director.

CAMDEN ABE LEARNING CENTER - LOCAL ADVISORY COMMITTEE:

A. Suggested areas of effort for Local Learning Center Advisory Committee

1. Direct Assistance from Advisory Committee members, as leaders of selected Community Agencies, to identify adults that are to be, or can be served, by the ABE Learning Center. Many of the potential adults to be served are participants and/or "Clients" of the agencies represented on the Advisory Committee.

2. Designing and developing effective communication procedures for a continuing flow of information about the Learning Center among the agencies and businesses, etc. of the Camden community.

3. An Advisory Committee may well serve as a "sounding board" for the presentation of newer ideas, techniques, concepts, and procedures developed and used in the ABE Learning Center.

4. Develop a procedure for a continuing "feedback" of information, progress, etc., as to effectiveness of the Learning Center individualized instructional program upon students, as the student lives, works and relates with agencies, etc. in the Camden community.

5. Develop the identification of goals and objectives of various agencies, etc., in the Camden community to which the objectives, and services, of the Learning Center can realistically be related.

6. Possibly, the development of a specific project directly related to a service to, or of, the Learning Center.

B. Names of Members

1. Miss Margaret Hewitt, Director of Camden Free Library

2. Mr. Peter Saxon, Executive Secretary YMCA, South Camden

3. Mr. H. John Henry, Executive Director, of Center on Aging

4. Mr. William Bennington, Economist, Delaware River Port Authority

5. Mr. Robert Moore, Director of OEO

6. Mr. Donald Loftus, Director Urban Affairs, Chamber of Commerce
Chairman

B. Names of Members (con't)

7. Major C. Wesley Laws, Salvation Army
8. Mr. Carlton Harker, Youth Opportunity Center
9. Benjamin Verdile, MDTA Center
10. Brother Michael, El Centro
11. Arcadio Medina, Camden Learning Center Student from MDTA
12. Mr. Marvin Mackler, Guidance Counselor, ABE Camden
13. Dr. Livingston Cross, Director, Adult Ed. Resource Center, Glassboro St. Col.
14. Dr. Rebecca Butler, ABE Director, Camden
15. Mr. Nathan Schwartz, New Jersey State Employment Office
16. Rev. James Harris, Camden ABE Learning Student
17. Mr. Fred L. String, Director of County Welfare Department
18. Mrs. Juanita Dicks, Supervisor, Camden City Welfare Department
19. Mr. G. E. Danch, Assistant Director of Public Relations
20. Mr. Sol A. Becker, New Jersey Bureau of Children's Services
21. Mr. Richard G. White, Jr., Executive Secretary of Health and Welfare
22. Rev. Fred Cartier, Curate, Grace Episcopal Church, Merchantville, N. J.

SECTION II

THE COUNSELING OFFICE

TITLE: LEARNING CENTER GUIDANCE COUNSELOR

DEFINITION: Under the direction of the ABE Learning Center Director, he will assume the responsibility for development and implementation of such guidance and counseling services, and activities, as deemed necessary to the effective functioning of the Learning Center program.

EXAMPLES OF JOB RESPONSIBILITIES:

1. Assumes responsibility for the development and implementation of procedures, techniques and instruments needed for effective and efficient introduction, enrollment and placement of students into an individualized program of Learning at the Center.

2. Assumes responsibility for developing, and implementing, a complete program of orientation, as to purposes, objectives and mechanics, of the Center for each prospective student at his enrollment.

3. Selects and administers such tests and other instruments of evaluation necessary to the determination of each student's placement, as well as his progress.

4. Develops, and implements, a comprehensive referral program to community agencies so as to provide the most effective assistance to student's vocational, social, welfare, legal, health, etc., needs and interests.

5. Develop and implement effective follow-up procedures for students in the Learning Center program.

6. Assist the Learning Center Director develop and implement effective interrelationships among Counselor, Instructor and Learning Lab Specialist, promoting a maximum of individualized learning experience opportunity for the student.

7. Prepare and maintain such records, forms and reports necessary to the successful program functioning for the adult student.

8. Carry on such activities as to provide for his continuous professional growth and development.

COUNSELING OFFICE - SECRETARY

Serve as Receptionist for Counseling Office.

Answer telephone, take messages, relay messages for the Counselor, as well as place calls as requested by the Counseling staff.

Establish and maintain files for the Counseling Office.

Substitutes for the Learning Center's Office secretary when circumstances require.

Type correspondence, bulletins, memos, announcements for the Counselor.

Maintain daily attendance records of Adult students under the directions of the Counselor.

Prepare CAMP Forms #2 and #3 and forward to Trenton, under the supervision of the Counselor.

Assist in initial registration of Adult students.

Operate such office machines and equipment of the Center, as directed by the Counselor.

ADULT STUDENT IN-TAKE PROCEDURE

It is important that everything be done to insure that the entering Adult is coming into an atmosphere of warmth and helpfulness. Therefore, the following procedure is to be observed:

1. The Adult Student will be greeted by the Secretary of the Center's Office and by the Center Director, whenever possible.

2. The secretary will either escort or direct the Adult to the Counselor's Office where he is introduced to the Counselor.

3. A member of the Counseling Office Staff will then take the Adult on a tour of the Learning Center, pointing out the operation of the Center.

4. Upon returning to the Counseling Office, the Adult will be initially registered. During the registration, the following forms will be completed:

   a. Registration Forms (4 for each Adult)

   b. CAMP Forms #2 (3 for each Adult)

   c. Upper Section of the Permanent Record Cards

   d. Counseling, Instructional and Laboratory folders (3 for each Adult).

5. Follow-up In-take procedure will include the administration of Placement Instrument to gain indication of the Adult Student's strengths and weaknesses. On the basis of this initial diagnosis, the student will be assigned temporarily to an Instructor.

6. A member of the Counseling Staff will escort the Adult to the Lab Specialist and to the Instructor, introduce him and present copies of the student's folder to each.

All members of the Staff will be instructed by the Counselor as to In-take procedures. Staff members will be asked to participate in the In-take process when necessary.

TESTING OF ADULT STUDENTS: Pretesting, Follow-up Testing, Post Testing

Testing is a vital aspect of the Program Design at the Learning Center. Data resulting from the testing of Adults will serve as indicators of the extent to which the objectives of the student's individualized learning experiences are realized. Testing also is a necessary component of the total project.

Pretesting

Each individual student is to be tested within his first ten instructional hours in the program, using one of the tests suggested for the Project by the New Jersey State Department of Education, Office of Adult Education. Such testing is to be administered under the direct supervision of the Counselor.

Subject Area Testing

To determine the extent of learning in the areas supervised by Instructors, subject area achievement tests will be administered by Instructors on a one-to-one basis. These tests will be administered periodically, usually at the end of a unit of learning experience activity. The counselor will assist in locating suitable tests. This will be a continuous process, since each individual will be working at his own rate.

Follow-up and Post Testing

Counseling Personnel will administer such adult level standardized tests periodically (75 instructional hours is suggested) throughout the Adult's enrollment at the Center, as well as a program of post testing at the time of the student's termination from the Center. This procedure will determine the extent of student's progress that has occurred from his experience.

Scheduling

The Counseling Staff shall set aside a minimum of one and one half hours, each morning, for student testing, beginning at 9:30 a.m. An equivalent amount of time will be set aside for late afternoon and evening program students', testing, beginning at 6 p.m.

STUDENT RECORDS

FOLDERS:

Three folders should be prepared for each Adult Student at the time of his entry. This is to be a responsibility of the Counseling Staff.

LOCATION OF FOLDERS:

1. One folder will be maintained by Counseling Office
2. One folder will be maintained by the Instructor
3. One folder will be maintained by the Learning Laboratory

Note: All Adult Student folders will be kept under lock and key when not being used.

COUNSELING OFFICE STUDENT FOLDERS:

The folder located in the Counseling Office should contain such information particularly helpful to an understanding of the Adult, his goals, his needs, and his interests. The following information is essential to each folder:

1. Registration Forms

2. CAMP Form #2

   A copy of this form is to be mailed to the office of the Director of Adult Education, Trenton, New Jersey, when an Adult has been in attendance for ten days.

3. CAMP Form #3

   This form is sent to Trenton when an Adult Student terminates his Learning Center activity.

4. Results of all testing

5. Copies of student's initial individualized learning program plan, as well as follow-up program plans.

   These should bear the signature of those participating in the individualized program making---the Counselor, the Learning Laboratory Specialist, the Instructor.

6. Other data of significance for Learning Center's staff aid to the adult student.

PROCEDURES FOR PREPARING INDIVIDUALIZED PROGRAMS OF STUDY

The underlying rationale for prescribing individual programs is that each Adult is an individual, different in many instances, from the other individuals around him. Therefore, the needs of each Adult are unique to him and must be dealt with individually.

After an identification of individual needs, through testing, observation, and other valid techniques, the Counselor, the Learning Laboratory Specialist, and the Adult Student's Instructor will plan an individualized program of study. Individualized program plans will be pursued by the Student at his own rate and at his schedule convenience.

The individualized program plan will include the following:

1. A written indication of the student's learning needs to be met - long range, short range.

2. Suggestions for instructional materials and techniques to be woven into student learning experiences at the Center.

3. Examples of learning experiences to be provided.

4. Estimated time for accomplishment.

In many instances it will not be possible to accurately predict the time it will take an individual to complete work in a prescribed area. Therefore, the listing of how long it took an Adult may not be possible until he has completed a particular program plan.

As the student progresses, revisions as well as redirection of individualized program plans will be prepared by the Counselor, Lab Specialist and Instructor, working with the adult student.

A sample copy of an Individualized Program Plan (prescription) follows.

SAMPLE

Individualized Program Plan
Prescription

DATE _____

PRESCRIPTION FOR _____

	Time Span	Progress Score
I. LANGUAGE SKILLS:	6 Hours	85%
MATERIALS:		
II. READING:	9½ Hours	75%
MATERIALS:		
III. MATHEMATICS:	4 3/4 Hours	80%
MATERIALS:		
IV. EQUIPMENT TO BE USED: AUD-X #1, #2 DEFA	2 Hours	95%

OTHER INFORMATION

PRESCRIBED BY: GUIDANCE COUNSELOR _____

LAB SPECIALIST _____

INSTRUCTOR _____

NOTE:

% = Amount of work successfully accomplished.

DIRECTIONS FOR:

Preparing Adult Student's Permanent Record Form

It is the responsibility of the Counselor to prepare duplicate Record Forms complete with data, for each registered Adult Student.

One card is to remain in the Counseling Office. The duplicate is to be placed in the student's file of the Learning Lab.

Since pretests, follow-up tests and post tests are administered under the directions of the Counselor, the Counselor will supervise the posting of test results on the Record Cards.

After making test results and narrative entries on the Forms, the cards are to be reviewed jointly by the Learning Laboratory Specialist and the Counselor for Learning experience program planning. Each shall initial his name in the appropriate space. Color of record cards denote the following:

1. Yellow - MDTA Adult Student
2. Pink - WIN Program Adult Student
3. White - Employment Office and Youth Opportunity Center Adult Student
4. Green - Office of Economic Opportunity Adult Student
5. Orange - "Walk-In" Adult Student

The Counselor shall make the student's record card available to the Center Director for his appraisal and suggestions.

The posting of the required data accurately and ON TIME is essential for the experimental aspect of the Project.

CAMDEN ABE LEARNING CENTER
PROJECT 309, 551 SPRUCE ST.
CAMDEN, NEW JERSEY 08103

Phone No._____

PERMANENT RECORD

Last Name_____ first_____ middle initial____ Male_____ Female_____

Street_____ City_____ State_____

Date of birth_____ Age_____ Place of birth_____

Citizenship status____ Language spoken at home_____

Last grade completed____ Location of school_____

Military training Yes (__) No (__)

Prior G.E.D. Test Yes (__) No (__)

Scores: 1_____ 2_____ 3_____ 4_____ 5_____ Average Score_____

Entered_____ Left_____

Time:_____ To _____

Instructor_____

Days present_____

Re-entered_____ Left_____

Instructor:
_____ Time:_____ to_____

Days present_____

22

READING	NAME	FORM	DATE	SCORE
Test I				
Test II				
Growth				

READING	NAME	FORM	DATE	SCORE
Test I				
Test II				
Growth				

ARITHMETIC	NAME	FORM	DATE	SCORE
Test I				
Test II				
Growth				

ARITHMETIC	NAME	FORM	DATE	SCORE
Test I				
Test II				
Growth				

	NAME	FORM	DATE	SCORE
Test I				
Test II				
Growth				

	NAME	FORM	DATE	SCORE
Test I				
Test II				
Growth				

Educational Background	Educational Background	Educational Background
Work Experience	Work Experience	Work Experience
Observations and Recommendations	Observations and Recommendations	Observations and Recommendations
Evaluation	Evaluation	Evaluation
Remarks	Remarks	Remarks
Signature	Signature	Signature

COOPERATIVE AGENCY REFERRAL PROCEDURES

RECEIVING ADULTS FROM OTHER AGENCIES

The Director of the Learning Center is responsible for promoting a working relationship with other community agencies. This responsibility entails a continuity of communication between the Center and other agencies in the community.

Community agencies making referrals of adults to the Learning Center are asked to send notes of introduction to the Center with the Adult. The Agency will, in turn, be notified by the Counselor at the Center that the Adult arrived. The Counselor will also relate to the agency the nature of the action of the Learning Center taken in reference to each adult referred.

If the referred Adult is enrolled in the Learning Center, immediate attention is to be paid to designing a program plan geared to his needs. This requires a cooperative effort on the part of Counselor, Instructor, Learning Laboratory Specialist, and other Staff Members who can bring help to the team.

When requested by a referring agency, reports about the Student referred will be made by the Counselor (over the Director's signature) to the agency.

MAKING REFERRALS TO OTHER AGENCIES

The Adult Basic Education Learning Center, is designed for Adults who have less than ninth grade level skill. However, an attempt will be made to perform services for all Adults appealing for assistance. To accomplish these services, a close relationship has been developed with other Adult Programs in the community.

Some or all of the following will help determine the need to refer Adults to other programs or agencies:

1. If Standardized Adult testing shows the Adult functioning at "ninth grade" level or above in such areas as reading comprehension, arithmetic computation and language usage.

2. When the Adult expresses goals that he can best pursue in other programs found in the community.

3. When the Adult exhibits physical, mental, social, or other needs for which other agencies are better equipped to serve.

The initial step in making a referral will be a telephone call to the community agency most able to serve the adult's needs. The Counselor will inform the agency of the Adult and his needs. This will be followed by a note of introduction (see attached form) from the Counselor. Agencies will be asked to return the Center's form indicating that the Adult arrived.

FORMS USED FOR AGENCY REFERRAL PROCEDURE

NEW JERSEY, DEPARTMENT OF EDUCATION

ABE LEARNING CENTER

551 SPRUCE STREET

CAMDEN, NEW JERSEY 08103

From: (Name of Center Director) Date:_____

To: _____

Agency: _____

_____

Address: _____

_____

_____

This is to introduce Mr. / Mrs. / Miss _____

whom we feel can be helped through your services. Information regarding this client will be sent at your request. Please return the enclosed card signed by the client.

****

NEW JERSEY, DEPARTMENT OF EDUCATION
ABE LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY 08103

PERMISSION TO RELEASE RECORDS

Please send a copy of my Learning Center records to: _____
Name of Agency

_____

Address City State ZIP

Applicant's Signature_____ Date_____

****

NEW JERSEY, DEPARTMENT OF EDUCATION
ABE LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY 08103

QUARTERLY FOLLOW-UP ON REFERRALS TO AGENCIES

From: (Name of Center Director) Date_____

To: _____

_____

Please let us know of the progress made, or assistance given to (Name of person referred) who was referred to you by the Camden Learning Center on (date) _____.

Thank You

SECTION III

THE LEARNING LABORATORY

TITLE: LEARNING LAB SPECIALIST

DEFINITION: Under the direction of the ABE Learning Center Director, will coordinate, manage and supervise all activities in the learning laboratory of the ABE Learning Center.

EXAMPLES OF JOB RESPONSIBILITIES:

1. Assist the Learning Center Director establish procedures, methods and techniques for the effective functioning of the learning laboratory within the local ABE Learning Center.

2. Assume responsibility for the operational management and supervision of activities within the learning laboratory, including the scheduling of students into the learning lab, as well as supervision of learning lab aides.

3. Assist the learning Center Director provide pre-service and in-service training experiences for professionals and para-professionals for effective utilization of learning lab equipment and instructional materials.

4. Assist the Learning Center Director and the Guidance Counselor develop and implement procedures for the effective placement of students into the Learning Center's educational program.

5. Assume responsibilities in developing procedures and instruments to aid effective diagnosis of the individualized, instructional needs of the adult students assigned to the learning lab, and, to provide for the appropriate learning activity.

6. Develop procedures for the continuous evaluation of student needs and achievement, including such record keeping system necessary.

7. Assist the ABE Learning Center Director develop such instruments, and procedures, to implement the "instructional materials, equipment and techniques" continuing evaluation phase of the Learning Center.

8. Assist the Learning Center Director in the selection, use, evaluation and inventory control of instructional materials and equipment necessary to effective operation of the learning lab.

9. Prepare such records, forms, files and reports necessary for the efficient functioning of the Learning Center.

10. Supervise the activities of Learning Lab Aides.

11. Carry on such activities as to provide for his continual professional development and growth.

TITLE: LEARNING LAB AIDE

DEFINITION: Under the direction and supervision of the Learning Lab Specialist, will perform such activities as assigned to help maximize the effectiveness of the student's learning experience opportunity.

EXAMPLES OF JOB RESPONSIBILITIES:

1. Assist in the collection, recording, and reporting of data necessary to the effective awareness of student's needs and progress.

2. Assist the Learning Lab Specialist in the operation and scheduling of the laboratory facilities to insure optimum effectiveness and use of the facility.

THE LEARNING LABORATORY

Experience has shown that all of the Adults enrolled in our Learning Center have a need to improve in reading. Therefore, opportunities to become better readers will be a major concern of the Staff. We believe that the learning experience offering of the Learning Laboratory can be helpful to the improvement of reading. Because of this belief, all Adults enrolled in the Learning Center will be provided with experiences in the Laboratory. When necessary, Instructors may be called upon to accompany Adults to the Learning Laboratory. While in the Lab, the Instructors will work with Students under the direct supervision of the Learning Laboratory Specialist. Laboratory Aides, as assigned, will assist the Learning Laboratory Specialist.

PURPOSE OF THE LABORATORY

The major purpose of the Learning Laboratory is to promote and enhance individualized learning experience through the utilization of multi-media instructional techniques and procedures.

LEARNING LABORATORY SPECIALIST

The Learning Laboratory Specialist will plan, coordinate, manage, and supervise the student's individualized learning experience activities in the Laboratory.

ADULT STUDENT LEARNING LABORATORY RECORDS

A folder for each Adult assigned to the Learning Laboratory is to be prepared by the Counseling Staff. The folder should contain the following:

1. Initial Registration Form
2. Results of all testing
3. Student's individualized program plans
4. Other data of significance to Learning Laboratory Specialist to more effectively aid student.

Progress Records will be kept for each Adult Student. These are to be discussed at intervals by the Lab Specialist with the Adult Student, helping to make more effective the Student's experience in the Laboratory.

SECTION IV

THE LEARNING CENTER INSTRUCTION

TITLE: LEARNING CENTER INSTRUCTOR

DEFINITION: Under the direction of the ABE Learning Center Director, and, in a close working relationship to the Learning Lab Specialist, the student, and the Guidance Counselor, will prepare an individualized program plan, and guide the individualized learning experiences of the student placed into the Learning Center program, based upon each student's immediate needs. He will be responsible for a continuous and/or periodic review of each program plan as the student progresses.

EXAMPLES OF JOB RESPONSIBILITIES:

1. Plan and organize with the student, Counselor and Lab Specialist, a program of individualized learning experience for each student assigned, utilizing selective programmed and individualized instructional materials suitable to the student.

2. Assist the Learning Center Director in the development, and implementation, of "materials and techniques" evaluation procedures preparing such records, and reports, necessary to the Center.

3. Assume responsibility for maintaining such records and reports of student progress, attendance, activities and problems as related to the student's individualized educational experiences.

4. Assume certain responsibilities for the evaluation of student progress in cooperation with Guidance Counselor and Learning Lab Specialist.

5. Assists the Learning Center Director in preparation and/or selection use, evaluation and inventory control of programmed and individualized instructional materials used in the Learning Center.

6. Carry on such activities as to provide for his personal professional growth.

PROCEDURES FOR PREPARING INDIVIDUALIZED PROGRAMS OF STUDY

The underlying rationale for prescribing individual programs is that each Adult is an individual, different in many instances, from the other individuals around him. Therefore, the needs of each Adult are unique to him and must be dealt with individually.

After an identification of individual needs, through testing, observation, and other valid techniques, the Counselor, the Learning Laboratory Specialist, and the Adult Student's Instructor will plan an individualized program of study. Individualized program plans will be pursued by the Student at his own rate and at his schedule convenience.

The individualized program plan will include the following:

1. A written indication of the student's learning needs to be met - long range, short range.

2. Suggestions for instructional materials and techniques to be woven into student learning experiences at the Center.

3. Examples of learning experiences to be provided.

4. Estimated time for accomplishment.

In many instances it will not be possible to accurately predict the time it will take an individual to complete work in a prescribed area. Therefore, the listing of how long it took an Adult may not be possible until he has completed a particular program plan.

As the student progresses, revisions as well as redirection of individualized program plans will be prepared by the Counselor, Lab Specialist and Instructor, working with the adult student.

A sample copy of an Individualized Program Plan (prescription) follows.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

October, 1968

BULLETIN #2

TO: Staff Members

FROM: Dr. R. B. Butler

SUPPLIES

A package of supplies - a pen, a pencil, index cards, writing pads, paper clips, etc., has been prepared for each Instructor.

DIRECTIONS FOR USING

Index Cards:

These are to be used by Instructors for the keeping of individual records. On blank side, record adult's name, address, birthday, age, telephone number, grade level, test scores, and other personal data.

On lined side, list adult's name at the top. On second line indicate subject. Then divide card into 30 sections to indicate areas of instruction. Example:

Name_____

Reading					
Vocabulary					
Reading for Detail					
Reading to Predict					
Etc.					

If the adult is experiencing more than one area of activity attach additional cards to indicate this. However, the blank sides of additional cards need not be filled out.

FILES

Until Instructors are supplies with file cabinets, use cardboard boxes as substitutes.

A folder is being supplied for each adult Student enrolled. He should be guided to: 1. identify his folder, 2. keep his work in it, 3. get it when needed, and 4 place it back before leaving the Center.

Instructors and Adults should daily use the individual folders as a medium for evaluating progress.

Files must be locked in closets at the end of each day.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

November 14, 1968

BULLETIN #5

TO: All Staff

FROM: Dr. Rebecca Butler

ADULT ATTENDANCE

Attention must be given to the number of absences. Instructors should make every effort to make their work meaningful and appealing. The Counselor should: 1. get to know the Adults, 2. acquire an understanding of their problems, 3. be able to offer suggestions, 4. provide leads for the solution of these problems.

When an Adult is absent, there must be an attempt made to: 1. communicate with him, 2. inquire about his reason for being absent, 3. offer any possible help if he needs it, 4. encourage him to return.

ADULT PROGRESS

Individual Adult folders should be accessible to him when he enters the room. The folders should contain a record of work he has done and work he is to do that session. The contents of the folders should provide opportunities for Adults to determine their own progress.

PRE-TEST - POST-TEST

Instructors should be sure that every Adult has been involved in a pre-testing experience to determine what "program prescription" is to be designed for him. The pre-testing is to be supervised by the Counselor. At the end of every unit of work, testing on that unit is to be done by the Instructor. Results should be recorded on the Adult's profile form.

When a person is about to leave the Center, a post-test should be administered under the supervision of the Counselor.

ADULTS WHO LEAVE

Instructors must notify the Counselor when an Adult is terminating his program. The Counselor is to conduct an "exit interview" with the Adult and prepare Camp Form III, and file the Adult's program folder in the Counseling Office.

Bulletin #5 (continued)

EVALUATING PROGRAMMED MATERIALS

Use the procedure emphasized during In-Service sessions with the Center Director. Mr. Ast will explore this again when he visits on November 19, 1968.

LEAVING THE BUILDING

It is the responsibility of the Director to know what is happening in the building. Therefore, it is necessary that Staff members inform the Center Director when they find it necessary to leave the building during their working hours, except during lunch time. Please use the In and Out booklet for these notations.

STAFF ATTENDANCE

Please remember to follow directions spelled out in Bulletin #1 regarding absences. It is most important that you notify the Office as requested when you plan to be absent.

LUNCH PERIODS

Lunch periods are one hour in duration. Please return to your duties at the end of the hour. It is not good practice to have the Adults sitting around awaiting instructional help.

SUBMITTING BILLS

Please do not submit a bill for payment in regards to any activity initiated without previous commitment by the Center Director.

PHONE CALLS

Please do not request to make personal out-of-town calls on the phones.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

January 13, 1969

BULLETIN #8

TO: All Staff Members

FROM: Dr. Butler

Topic: Individual Record Reports

DIRECTIONS FOR COMPLETING RECORD REPORTS

It is the responsibility of the Counseling Staff to provide a duplicate Record Card, complete with vital statistical data, for each registered Adult.

One card is to remain in the Counseling Office. The other is to be part of the files in the Learning Lab.

At the end of each Instructional and Learning Cycle, Instructors are to receive the cards from the Counseling Office. The Instructor will record the Adult's test scores for work done under his supervision. The Instructor is to use spaces on the Record Cards to indicate the name of test, date administered, and to write relevant statements under "Remarks". These statements should represent an insight as to the Adult's progress and also his needs.

Since pretests and post tests are administered under the directions of the Counseling Office, the Counselor will supervise the posting of these test scores on the Record Cards.

After entries (each Cycle) by Instructors, the cards are to be viewed jointly by the Learning Laboratory Specialist and the Guidance Counselor, both of whom should be sure to initial their names in the space under the appropriate Cycle space.

The Counselor is to then present each card for viewing, to the Center Director. After initialing in the appropriate Cycle space the Director will return cards to the files of the Guidance Counselor.

The posting of the required data accurately and ON TIME is essential for the experimental aspect of the Project.

NOTE: The above directions are subject to revision based upon our experience.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

January 27, 1969

TO: Evening Staff

FROM: Dr. Butler

ADULT ATTENDANCE

Recording Adult Attendance is very necessary. Be sure to do this for each Adult every night. If a person is absent, an "A" should be placed in the appropriate space by his name. If he is not expected that night, the space should be Xed out. If the person is present, a "P" should be placed in the appropriate space by his name.

CAMP FORMS

There should be no Camp Forms in the Folders of Instructors. There should be 3 Camp Forms made out at Registration. Two go to the Counseling Office Folders. One is left in the Main Office.

If there are Camp Forms in the folders of Instructors please remove them. Give them to the Counselor who will place them where the Forms belong.

PRESCRIPTIONS (Individualized Program Plan)

If a Student completes his Program Plan, the Instructor should test the person in the area of the work spelled out in the "Prescription." This testing is to give an idea of the extent of learning that took place. The name of the test given and the test results should be listed on the "Prescription Sheet" and also the Adult's Progress Record Sheet. The number of hours it took an Adult to complete an individual Program Plan must be recorded on the "Prescription" form.

When an Individualized Program Plan is found to be unsatisfactory, a note indicating this should be written on the "Prescription" form. Another Program Plan should be developed and written. Each "Prescription" should be numbered such as (1) or (2) at the top of each form.

INSTRUCTOR'S ROLE

Although many materials are "programmed," the role of the Instructor is vital. The Instructor must introduce all new materials to the Adult. He should use a variety of supplemental materials that are not necessarily "programmed." All supplemental materials used should be noted on the Adult's "Prescription" and his Progress Record Card.

Try to get your Adults acquainted with an in the habit of reading the newspapers. We subscribe to "News for You." This makes interesting and easy reading.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

March 12, 1969

BULLETIN #12

TO: All Professional Staff Members

FROM: Dr. Butler

USE OF MATERIALS

It is important that all Staff Members become acquainted with the materials used by our Center. The time will come when we will be asked to evaluate such materials. You have already had some experience in these types of evaluative techniques.

Please do not permit Adults to write in materials that must be used by others.

After using materials, please return them to their proper storage places. Remember many persons must have access to the same materials.

ADULT STUDENTS WORKING ALONE

Please avoid leaving Adults working on their own for long periods of time. When only part of a group is in the Learning Laboratory, the Instructor should remain in the learning area (classroom) with the other part of the same group. If the Instructor is needed in the Learning Laboratory, then the remaining Adults should be assigned to another Learning Area during the interim.

CENTER NEEDS

Weekly meetings (each Friday) will be held to discuss Center Needs. Time: 3 to 4 p.m. Bring Personal problems directly to the attention of the Director, at your convenience.

Please submit items of group interest that you wish discussed by Wednesday afternoon when possible.

Evening Staff will meet each Monday at 6 p.m.

DISMISSAL OF ADULTS

WIN Adults are required by their Supervisors to remain until 3 p.m. YOC Adults are required to remain until 4 p.m.

SECTION V

PRE SERVICE AND IN-SERVICE TRAINING

N. J. DEPARTMENT OF EDUCATION

A.B.E. LEARNING CENTER PROJECT

NEWARK - CAMDEN

Combined Staff Pre-Service Training Programs

Areas of Development

1. Sensitivity to the needs and concerns of the adult as related to a Learning Center program.

2. Orientation to instructional techniques in development of skill area learning experiences of adults at the Learning Center - P.I., individualized instruction, small group seminar, supplemental approaches.

3. Orientation to learning experience materials - selection and use - for the adult at a Learning Center.

4. Orientation to the nature of the Learning Laboratory and the Counseling Services as an important phase of the total Learning Center experience for the adult.

Pre-Service Training Schedule

September 24, 1968

10:30 a.m. - 6:15 p.m. — Sensitivity Training
Glassboro State College Adult Education Center
Dr. Livingston Cross - Director of Center

September 26

1:00 p.m. - 9:00 p.m. — Center Directors & Lab Specialists to meet at
White Plains Learning Center
Elliott Lethbridge - Center Director
White Plains
John Kacandes - Lab Specialist - White Plains

September 27

9:00 a.m. - 4:00 p.m. — Center Staff Meeting under Leadership of
Center Director
(at each Learning Center - Newark, Camden)

September 30

10:30 a.m. - 3:30 p.m. — ABE Curricular-Materials - Selection and Use

Newark State College Adult Education Center
(at Montclair State Adult Education Center)
Dorothy Minkoff - Director of Newark State College Center
Irene Curry - Curricular Materials Consultant

October 2

10:30 a.m. - 4:00 p.m. — EDL "Learning 100" Orientation and ABE Teaching Techniques

Montclair State College Adult Education Center
Joe McCarthy - EDL "Learning 100" Training Specialist, Adjunct Professor Montclair State College
Florence Dick - Assoc. to Director, Montclair State College Adult Education Center Reading Specialist

October 12

10:30 a.m. - 4:00 p.m. — Counseling and the Lab Specialist Activity in a Learning Center

Elliott Lethbridge - Director) White Plains
John Kacandes - Lab Specialist) Learning
Ann Serrao - Counselor) Center
(at Camden Learning Center)

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION
CAMDEN ABE LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY 08103

IN-SERVICE SESSIONS

DATE	TOPIC	CONSULTANT
September 27, 1968	Design and objectives of program at Learning Center -- Guests staff of Y. O. C.	Dr. Butler
October 1, 1968	Demonstration: Use of listening center, reading pacer, tape reader, record reader, card reader	Larry Powell of Hirst Supply Company
October 9, 1968	Examining Instructional Materials. Using catalogs and samples supplied by Mr. Ast and Dr. Cross	Dr. Butler
October 9, 1968	Workshop Sessions: "Determining Needs of Fuctional Illiterates" (two hour sessions)	Dr. Butler
October 10, 1968	"Civil Defense and Adult Education"	Mr. William Bennington, Vice-Chairman of Civil Defense for Camden
October 14, 1968	Demonstrating: "Use of Telebinocular"	Mr. Herbert Gerson, Sales Representative Keystone Viewing Company
October 16, 1968	Demonstration: Use of teaching and learning machines	Mr. Ed. Campbell Pitman High School
October 18, 1968	"Using the Newspaper in Adult Education"	Mr. Harry Wenger, Manager, Philadelphia Inquirer
October 22, 1968	Demonstration: "Materials for Working with Adults"	Mr. Charles Coyle
October 29, 1968	Presentation of MDTA program and its relationship to Adult Education	Mr. John Milby and MDTA Staff

(con't) IN-SERVICE SESSIONS

October 29, 1968	Demonstration: "How to Evaluate Programmed Materials"	Dr. Butler
December 4, 1968	"Examining Paperback Materials"	Dr. Butler
January 14, 1969	Evening Staff "Learning About E.D.L.	ABE Learning Center - Camden
January 15, 1969	"Utilizing Community Services in Adult Education: Family Counseling"	Miss Kay Zimmerman, Director
February 13, 1969	Demonstration: "Using Scholastic Materials"	Mrs. Gertrude W. Yeo
February 17, 1969	E.D.L. Instructions	Mr. Honcey
February 21, 1969	Review of E.D.L. Conference	Miss Katy Ghawi
February 26, 1969	Demonstration: "Closed TV Circuit" Attended by 5 Staff members	Mr. Raymond DeMuro-Camden Public Schools
February 27, 1969	Demonstration: "Audio Visual Aides and Their Use in Education"	Mr. Raymond DeMuro-Camden Public Schools

As per copy of memo dated February 24, 1969

February 24, 1969

MEMO

TO: Dr. Livingston Cross

FROM: Dr. Rebecca Batts Butler

RE: English For Foreign Speaking

In reply to your communication dated Friday, February 14, 1969, it was agreed by our Staff to request the services of Mrs. Dolores Harris on Thursday, March 27, 1969. Please arrange this workshop for us, English for Foreign Speaking, here at our Center, 551 Spruce Street at 7 p.m.

Topic: Audio Visual Workshop
Mr. Raymond DeMuro, Director of Audio Visual Laboratory, Camden Public Schools, will conduct a Workshop for our Staff

Date: Thursday, February 27, 1969

Time: 10:30

Place: 551 Spurce Street, Camden, New Jersey

Topic: Close-Circuit TV Demonstration

Three members of our Staff and I will attend the demonstration as follows:

Date: Wednesday, February 26, 1969

Time: 10:30 a.m.

Place: Cramer School, Camden, New Jersey

35

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION
CAMDEN ABE LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY 08103

MEMO

FROM: Dr. Rebecca Butler

TO: Staff

RE: In-service "Professional Reading"

Day Staff

Friday - April 25, 1969 - 9 - 10 a.m.
(Advise Adults to Report at 10)

Please read and report on the following articles:

Mrs. Davis - "Testing Disadvantaged Adults"
Miss Ghawi - "Reading and ABE"
Mr. Madeira - "Counseling Adults"
Mr. Mackler - "Education Achievement Testing With Adults"
Mrs. Carter - "An Evaluation of the Educational Effectiveness of Selected ABE Materials"
Mrs. Flippen - "The Strengths and Weaknesses of the ABE Program"

Evening Staff

Monday - April 28, 1969 - 6 - 7 p.m.
(Arrange for Adults to have individual seat work)

Mrs. Odom - "The Reading Interests of Adults"
Miss Somerville - "Educational Achievement Testing With Adults"
Dr. Suarez - "Are the Poor Different From You and Me?"
Mr. Brunner - "Program Development for Adult Migrant Education"

Briefly develop the primary focus of the article assigned.

In what way, if any, can the findings in your article be of use to our work in the Center?

SECTION VI

SUPPLEMENTARY SERVICES

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION
CAMDEN ABE LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY 08103

April 9, 1969

Library Component For Center

Assisted by Seminar in Public Library Services
To Disadvantaged
Drexel Institute

Purpose: To provide opportunities for worthy use of leisure time

Plan of Design

The Library is housed at the rear of the Student lounge in the Learning Center. Books for use have been secured through the Camden City Public Library.

Professional reading material for Staff Members is located on separate shelves of the Library.

The Library Services Seminar provides two Librarians on each of the following days:

Mrs. Gene Bagley - Tuesday - 9:00 a.m. to 11:30 a.m.
Mrs. Loann Scarpato - Tuesday - 1:00 p.m. to 5:00 p.m.
Mrs. Gene Bagley - Thursday - 9:30 a.m. to 11:30 a.m.
Mrs. Loann Scarpato - Friday - 1:00 p.m. to 5:00 p.m.
Dr. Dorothy Bendix is Director

Adults will be initially escorted to the Library by the individual's Instructor. Library time will be designated so as to avoid conflict with Student's Learning Laboratory experiences.

Sample Schedule

Instructor	Day	Time
Miss Ghawi	Tuesday	1:00 - 2:00
Mrs. Flippen	Tuesday	2:00 - 3:00
	Friday	2:00 - 3:00
Mrs. Carter	Tuesday	2:00 - 3:00
	Friday	1:00 - 2:00
Mr. Madeira	Thursday	9:30 - 10:30
Mrs. Davis	Thursday	10:00 - 11:00
	Friday	2:00 - 3:00

Activities

The following activities characterize the Center's Library Services.

A. Reading for pleasure

B. Discussing activities with Librarians

C. Viewing Films

D. Taking trips to Public Libraries

SENIOR ADULT PROGRAM

There is much evidence to show that the Senior Adult years make for a critical point in our social cycle. Many Adults, classified as Senior Citizens, feel neglected. They experience loneliness and complain about a lack of physical comforts. From this group comes a desire for more opportunities to be useful citizens and to participate in enjoyable pastimes. The program not only recognizes the needs of our Senior Citizens, but attempts to actively deal with these needs.

MEETING NEEDS OF SENIOR CITIZENS

Senior Citizens are especially invited to take advantage of the offerings at the Learning Center. Major purpose of this emphasis is to assist in enhancing their lives through stimulating media. The Learning Center works closely with the Agency on Aging in meeting these needs.

OBJECTIVES

Major objectives of this aspect of the program are:

1. To acquaint Senior Citizens with, and to involve them in, programs designed to sustain health.

2. To provide information about social services and to put them in touch with such services when necessary.

3. To present facts about changing legislation dealing with benefits such as increased social security, hospital insurance, and pensions.

4. To offer recreational opportunities designed for recreation and enjoyment.

5. To supply information about job opportunities and to provide help through our Counseling Office for securing jobs.

PLAN OF DESIGN

To realize the objectives listed once-a-month activities for Senior Adult participation will be scheduled at the Learning Center. Suggested time and day is scheduled on the third Thursday of each month, from 2 p.m. to 3 p.m.

SUGGESTED ACTIVITIES

1. Discussion Sessions led by consultants. Topics include:

   a. Social Security Benefits
   b. Investments
   c. Housing for the Aged
   d. Budgeting
   e. Homemakers Services
   f. Urban Renewal
   g. Buying
   h. Medicare and Insurances generally
   i. Legal Aid
   j. Job Availability and Meeting Requirements for Jobs
   k. Others when suggested by Adults

2. Recreational Periods

   a. Card Games
   b. Bingo
   c. Dominoes
   d. Checkers
   e. Singing
   f. Story Telling
   g. Others suggested by Adults

3. Trips

   Trips to places of interest.

OUTCOMES

It is expected that as a result of participation in the program, Senior Adults will feel a greater sense of well being as well as usefulness.

EVALUATION

Periodically, participant Senior Adults will be asked to evaluate the effectiveness of this program at the Learning Center.

Proposed Detailed Study Plan
April 1, 1969

A Collaborative Project by
New Jersey ABE Demonstration Learning Centers, and
Center for Adult Education, Teachers College, Columbia University

by: Dr. A. Knox

I. Background

A. The staff of the New Jersey ABE Centers requested the Center for Adult Education to collaborate on the study of some aspects of the two demonstration centers in Camden and Newark. It is this evaluation component that enables the preparation of a detailed report on "what happened, and why" that differentiates a demonstration project from an ongoing adult education program. During the brief five month period in the first year of these two demonstrations it is possible to engage in but preliminary study of a few selected aspects of the centers as a basis for a more concerted effort during the second year.

B. The general project plan was prepared in December, 1968, and agreed upon in January, 1969. It indicated that the collaborative study project would supplement not replace the basic center evaluation to be conducted by the staff associated with the centers. The plan provided that the consultative staff associated with Center for Adult Education would become familiar with the demonstration centers during the first month or two of the consultation, would study the selected aspects for several months, and would discuss a written report with staff from the demonstration centers during June.

C. During February and March, 1969, staff connected with the Center for Adult Education have become familiar with the demonstration learning centers in Newark and Camden. Each person has visited the centers at least once, some on numerous occasions. Information about the centers has been shared as a way of providing a detailed briefing for all.

D. As the consultation staff became familiar with the demonstration centers, they identified through conversations with staff of the demonstration centers, aspects upon which to focus for study. During March, consultation staff explored ways in which similar aspects of educational programs had been studied in the past.

E. We are now at the stage of proposing the specific aspects of the demonstration centers upon which to focus during April and May. The two major criteria that were used in selecting from a long list of possible aspects, those that could be studied, were a shared interest in an aspect by both demonstration center staff and consultation staff, and an estimate that individually and collectively, the proposed aspects are feasible in terms of the time and resources

available. Two aspects that were deemed not feasible were how good is the staff and how much did the adults learn. A secondary criterion was that the selected aspects cover differing parts of Center functioning, such as organization, goals, evaluation, learners, staff, and materials.

II. Proposed Plan

A. Approach

1. The following list of topics for study were presented by the consultation staff for preliminary reactions by the Center Directors. They are being submitted now for discussion and reactions by the Center staff members. Most of the proposed aspects require the active participation by persons associated with the demonstration centers. Out of our discussions with all concerned will evolve the final set of arrangements.

2. Although most topics will be studied in a parallel way at both demonstration centers, for reasons of local preferences and consultation staff availability, some will be studied at just one of the Centers and these are designated in the list of topics.

3. The selected topics are of course interrelated and interviews or observations for one topic will often provide information related to several others. However, for each of the topics is listed the names of one or two of the consultation staff who will be most centrally concerned with that topic, although others will typically be involved also.

4. Each of the selected topics could have profitably received all of the available consultation time and resources. However, it was decided that it might be more beneficial to focus on about a half dozen aspects of the Center programs. As a result, each aspect will be studied as far as possible, with the available time and resources.

5. It is anticipated that some of the conclusions in the final report to be submitted the end of June, will suggest ways in which the programs of the demonstration projects might be improved during the Summer and early Fall.

6. Another anticipated benefit of the evaluation consultation this year is that the results will provide the basis for more intensive evaluation activities that can be incorporated in the ongoing demonstration center programs during the subsequent year.

B. Topics

1. The first topic to be listed will provide important background information and perspective for many of the other topics. This topic will deal with the organizational structure and standard procedures in each of the two centers. Included will be the general ways in which adult learners are served, division of responsibility between staff, and contacts with other organizations and community groups. (Habibion) At the Newark Center, a more detailed study will focus upon backgrounds and roles of staff members. (Szczypkowski, Troisi)

2. A second background topic will deal with the goals of the demonstration Centers, as viewed by various persons associated with the Centers. (Mezirow)

3. One of the basic activities of the demonstration centers is the periodic assessment of the levels of competence of learners, related to the program objectives. A crucial point in the assessment process is the first instance, soon after the adult learner makes contact with the Center. The third topic will focus on the development of ways to diagnose reading ability by using excerpts from the materials that are actually being used in the Centers. (Videbeck) At the Newark Center, a supplementary study will examine the diagnostic test (TABE) that is currently being used to decide on placement, the ways in which reading progress is currently assessed, and the ways in which successful learners in the reading area move on to further learning. (Szczypkowski)

4. Two separate projects will deal with the adult learners, their characteristics and interests. At the Camden Center, informal conversations will be held with a sample of adult learners to better understand how they view the program and what they hope to gain from participation. (Datesh, Wells) At the Newark Center, based on and coordinated with the preliminary efforts of Bishop and Rivera, contact will be made with a sample of persons who had made contact with the Center but who have stopped coming. The primary purpose will be to better understand how they viewed the experience. (Parrish)

5. One topic will be perspectives of the instructional staff toward the program. This will include study of viewpoints, interactions, and related activities in fulfilling their roles. (Newark - Byars; Camden - Marson)

6. The final topic relates to instructional materials. It will focus upon the role of learners, instructors, and other staff related to the selection of instructional materials to which the learner attends. (Murray)

SECTION VII

RECRUITMENT

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

AT 551 SPRUCE STREET THERE IS AN ADULT BASIC EDUCATION LEARNING CENTER. IT IS FOR PEROPLE OVER THE AGE OF 16, FROM THE CITY OF CAMDEN, WHO WANT TO IMPROVE THEIR EDUCATION.

* * * *

THE LEARNING CENTER IS OPEN FROM 8:30 A.M. to 9:30 P.M. DAILY. YOU MAY ATTEND EITHER IN THE MORNING, IN THE AFTERNOON, IN THE EVENING OR UNTIL LATE AT NIGHT, DEPENDING ON WHEN AND HOW MUCH TIME YOU HAVE TO SPARE FOR YOUR OWN SELF IMPROVEMENT.

* * * *

THE LEARNING CENTER OFFERS INSTRUCTION IN ENGLISH, ENGLISH AS A SECOND LANGUAGE, ARITHMETIC, SOCIAL SCIENCES AND OTHER RELATED SUBJECTS. THE INSTRUCTION IS BASED ON YOUR OWN NEEDS. ALL TEACHING AND LEARNING WILL BE ACCOMPLISHED IN TERMS THAT YOU WILL UNDERSTAND. YOUR NEW KNOWLEDGE CAN BE PUT TO USE IMMEDIATELY ON YOUR JOB OR IN YOUR DAILY LIFE

* * * *

IF YOU WISH, YOU MAY DROP IN AT THE LEARNING CENTER, ON THE FIRST FLOOR AT 551 SPRUCE STREET, FOR ADDITIONAL INFORMATION

* * * *

YOU WILL NOT HAVE TO PAY ANY MONEY FOR THIS EDUCATION. IF YOU ARE INTERESTED IN REGISTERING, SEE MR. MARVIN MACKLER, COUNSELOR AT THE LEARNING CENTER OR PHONE - 964-2994

Departamento de Educacion de New Jersey
551 Spruce Street
Camden, New Jersey

En el 551 de la calle Spruce, esta localizado El Centro de Aprendizaje Basico para Adultos.

El Centro sirve a personas mayores de 16 anos de edad, que viven en Camden y que desean mejorar su educacion.

* * * *

El Centro esta abierto todos los dias de lunes a viernes desde las 8:30 de la manana hasta las 9:30 de la noche.

Usted puede asitir lo mismo por la manana, que por la tarde o si es mas conveniente para usted y su familia, por la noche, todo dependiendo por supuesto del tiempo que usted disponga y el tiempo que usted le pueda dedicar.

* * * *

El Centro ofrece ensenanza basica en Ingles, Ingles como un lenguaje secundario, Aritmetica, Ciencias Sociales y otras.

La ensenanza esta basada en sus propias necesidades y es implementada en una forma facil y practica para su conveniencia.

* * * *

Los nuevos conocimientos pueden ponerse en uso inmediatamente en su trabajo o en su vida diaria.

* * * *

Estos cursos son completamente gratis. No le cuestan un solo centavo.

* * * *

Para mayor informacion visite el Centro y pregunte por el Sr. Mackler y le podran dar mas detalles.

Regitrese ahora mismo llamando al telefono 964-2994

HABLAMOS ESPANOL-HABLA USTED INGLES?

January 7, 1969 47

TO: Dr. R. B. Butler, Director

FROM: Kermit E. Bruner, Jr.

SUBJECT: Recruiting Program

The following dates were used to implement tentative procedures for securing additional students for the Adult Basic Education Learning Center, located on Spruce Street in the city of Camden.

December 27, 1968
December 30, 1968
January 2, 1969
January 3, 1969

On the above named dates, between three and five hours were spent on each occasion talking with key people in the Camden area and following up leads given by some of the following:

Mrs. Portia Perry Dempsey	(Public Relations)
Dr. Charles Brimm, M.D.	
Mr. Leon Benson	(Public Relations)
Mr. Ivory M. Buck	(Guidance)
Mr. William Revels	(Government)
Mrs. Catherine Searcy	(Education)
Mrs. Irene H. Smith	(NAACP)
Mr. Charles Sharp	(BPUM)
Mr. Van Bruner	(Employment Counseling)
Mr. Herbert Douglas	(Education)

The above named persons recorded pertinent information about the activities carried on at the center and promised to launch an all-out contact and publicity program to bring more students into the center. These efforts will carry over into the spring and summer of 1969.

Although the results of these contacts may not be immediately recognizable, they are invaluable in a long range planning program; I am hopeful that the A.B.E. programs are focusing on long range, as well as short range targets. Once the word gets out into the community, half the job has been done. The rest is a waiting game, but we must be prepared to handle an influx of students when they come. The worst that could happen would be for us to be ill-prepared to satisfy the needs of a greater number of interested and stimulated adults. I predict that we will begin to realize a recognizable increase in the number of new students per/week; it has already started.

Respectfully submitted,

Kermit E. Bruner, Jr.

KEB:w

TO: Dr. Rebecca Batts Butler

FROM: Mrs. Mary Womack, and Lexie Odom

The following is a report of activities conducted on behalf of the New Jersey State Department of Education Adult Basic Education Learning Center at Camden.

December 27, 1968 - December 30, 1968

1. Prepared statements and brochures to be read during church services.
2. Prepared announcements for radio and television. Sent these in to the stations.
3. Made phone calls and visits to homes.

January 2, 1969 - January 3, 1969

1. Made posters announcing the Program of the Center.
2. Delivered posters to places of business in South Camden, Centerville and North Camden. Read notices in church on Sunday.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

April 28, 1969

FROM: Dr. Butler

TO: Staff

Please indicate what you will personally do in regards to recruitment for the Center. We have been requested to "build the enrollment to approximately 475 Adult students by May 30."

****

Mrs. Ruth Flippen - On May 2, 1969, I will work with an Instructor at the neighborhood stores (5 and 10¢, Johns Bargain, etc.). We will attempt to interest enlistees, using printed materials, etc.

Mr. Marvin Mackler - Beginning Tuesday, April 29, I will place handbills and posters in store fronts. I will also like to contact by letter and phone.

Mr. Richard Lindsey and Mrs. Ruth Flippen - We will make house calls on Wednesdays, and also on Thursday. We will attempt to return our drop outs to the Center.

Mrs. Ruth Carter - I shall work with another Instructor in passing out handbills, etc., in my own community, (Tentative days - Thursday and Fridays). I will also pass out handbills.

Mrs. Loris Davis - Pass out handbills and make door-to-door calls in community.

Mr. Eugene Madeira - Contact pastors, community organizations, businesses and stores about the center, work door to door, keep records of distribution done by others, prepare materials to be distributed by others and anything else the Director wants me to do.

Miss Katy Ghawi - I will continue to let Mr. Madeira take off in the afternoon, or whenever he is needed to recruit.

ivk

SECTION VIII

OPERATIONAL PROCEDURES

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

November 4, 1968

BULLETIN #3

FROM: Dr. Butler

TO: The Staff

RE: Suggestions for Recruitment and Daily Attendance

Thanks for the excellent ideas you offered. Let's put them all to work. Please list your names by the suggestion you and a "partner" will be chairmen of:

1. Make personal contact with community leaders, "Sell the idea to them".	Rebecca Butler
2. Contact Agencies for drop-out list.	Ruth Carter Katy Ghawi
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6. Prepare posters for buildings and store fronts.	Richard Lindsey Ruth Flippen Ruth Carter
7. Write short announcements for radio releases.	Marvin Mackler Ruth Flippen Armando Rodriguez Richard Lindsey Val Edwards

Please list names of absent Adults before you leave each day.

Ask Counseling Office to help contact the absentees. Please check with the Center Director before taking any actions regarding your Projects for recruitment.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

March 12, 1969

BULLETIN #12

TO: All Professional Staff Members

FROM: Dr. Butler

USE OF MATERIALS

It is important that all Staff Members become acquainted with the materials used by our Center. The time will come when we will be asked to evaluate such materials. You have already had some experience in these types of evaluative techniques.

Please do not permit Adults to write in materials that must be used by others.

After using materials, please return them to their proper storage places. Remember many persons must have access to the same materials.

ADULT STUDENTS WORKING ALONE

Please avoid leaving Adults working on their own for long periods of time. When only part of a group is in the Learning Laboratory, the Instructor should remain in the learning area (classroom) with the other part of the same group. If the Instructor is needed in the Learning Laboratory, then the remaining Adults should be assigned to another Learning Area during the interim.

CENTER NEEDS

Weekly meetings (each Friday) will be held to discuss Center Needs. Time: 3 to 4 p.m. Bring Personal problems directly to the attention of the Director, at your convenience.

Please submit items of group interest that you wish discussed by Wednesday afternoon when possible.

Evening Staff will meet each Monday at 6 p.m.

DISMISSAL OF ADULTS

WIN Adults are required by their Supervisors to remain until 3 p.m. YOC Adults are required to remain until 4 p.m.

MATERIALS AND EQUIPMENT PURCHASE PROCEDURES

The Learning Laboratory Specialist is primarily responsible for bringing new materials to the attention of the Staff. However, all Staff Members are invited to search for useful materials. To encourage this, special in-service sessions are provided by the Director.

During the in-service sessions, catalogs and sample instructional materials are distributed and examined. Staff Members seeing materials with appeal request that orders be requisitioned. The requests are to be made directly to the Center Director for consideration.

Processing of requests for materials and equipment is completed by the Project Office. Special forms for listing materials and equipment are supplied by that Office.

It should be recognized that there is a delay in time from requisition of materials and equipment to delivery. This delay is due to the procedures for processing orders through the Business Office and Bureau of Purchase.

USE OF TELEPHONES

The nature of services performed by the Learning Center make for maximum use of the telephone by the Counselor, the Secretaries, and the Center Director. Therefore, other Staff Members are discouraged from using the phone for long, personal calls.

Adults in the Learning School are also to be discouraged from using the phones for personal reasons. However, in cases of emergencies, it is permissible to use the phones. Adults are requested to refrain from having friends call the Center unless an emergency arises where the Adult is involved.

The telephone in the Learning Center is to be looked upon as an instrument for service, not pleasure.

SECURITY

From 5 to 9:30 p.m. each evening, a uniformed guard is engaged to provide security for the Learning Center. His responsibilities include:

1. Checking parts of the building periodically for intruders.
2. Serving as a trouble shooter.
3. Assisting Adults to their cars when requested.
4. Helping to maintain law and order generally.

The securing of a person for the above duties became necessary when Staff Members expressed a desire for this kind of protection.

ATTENDANCE

A Secretary will be on duty from 8:30 a.m. until the close of school at night. When planning to be absent, the Secretary must call the Center Director by 8 a.m.

PROFESSIONAL STAFF

Staff members are expected to call in absences before 9 a.m. on the day of the absence and state the reason for being absent. Individuals scheduled for evening classes should report expected absences before 2 p.m.

A two-week sign-in sheet will be located near the secretary's desk. It is important that arrival and departure be listed on this sheet each day. A staff member should not sign in for another member.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

September, 1968

BULLETIN #1

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LUNCH

Lunch periods for morning staff will be from 12 to 1 p.m. Staff members are expected to resume their responsibilities in the Center promptly at 1 p.m. The secretary will have lunch from 11 a.m. to 12 p.m. or from 1 to 2 p.m.

MORNING, AFTERNOON AND EVENING ASSIGNMENTS

Staff members and Center Director will work out the schedule together.

SMOKING

The Camden Fire Department regulations forbid smoking in public school buildings. Please observe this regulation. The Lounge has been set aside for smoking on the part of Staff Members and students.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

November 13, 1968

BULLETIN #4

FROM: Dr. Butler

TO: The Staff

RE: Fire Drills

Fire drills will be held twice a month, according to the judgement of the Fire Warden for our Center. Five minutes before the alarm, the Fire Warden will notify the Director. At the alarm, all personnel and Adults will be directed to evacuate the premises.

DIRECTIONS

All persons occupying those rooms opposite the office shall walk to their right and leave the building by the side door at the rear of the hallway. All persons occupying those rooms on the same side as the office will walk to their right and leave the building through the front door.

The duration of the drill depends on the quickness of all persons in leaving the building. Only when the Fire Warden announces that the building has been cleared should all persons return to their respective sites.

Close room doors and windows upon leaving rooms.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

April 8, 1969

BULLETIN #13

TO: All Professional Staff Members

FROM: Dr. Butler

TOPIC: Evaluation of Center

Please keep anecdotal records and reports dealing with the following:

1. Any diagnostic materials used or developed by you that can be used at beginning and end of Adult's experience in the Center.
   Suggestion: What teaching materials have you used that can also be used in testing?

2. Reactions of your Adults to the Learning Center's Program.

3. General Goals or what you hoped to achieve through the Center's operational procedures.

4. An appraisal of instructional materials used by you.

5. New instructional materials and techniques used.

From time to time, you will be asked to discuss the above areas with the Center Director.

SECTION IX

BULLETINS

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

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CAMDEN, NEW JERSEY

October, 1968

BULLETIN #2

TO: Staff Members

FROM: Dr. R. B. Butler

SUPPLIES

A package of supplies - a pen, a pencil, index cards, writing pads, paper clips, etc., has been prepared for each Instructor.

DIRECTIONS FOR USING

Index Cards:

These are to be used by Instructors for the keeping of individual records. On blank side, record adult's name, address, birthday, age, telephone number, grade level, test scores, and other personal data.

On lined side, list adult's name at the top. On second line indicate subject. Then divide card into 30 sections to indicate areas of instruction. Example:

Name

Reading					
Vocabulary					
Reading for Detail					
Reading to Predict					
Etc.					

If the adult is experiencing more than one area of activity attach additional cards to indicate this. However, the blank sides of additional cards need not be filled out.

FILES

Until Instructors are supplies with file cabinets, use cardboard boxes as substitutes.

A folder is being supplied for each adult Student enrolled. He should be guided to: 1. identify his folder, 2. keep his work in it, 3. get it when needed, and 4. place it back before leaving the Center.

Instructors and Adults should daily use the individual folders as a medium for evaluating progress.

Files must be locked in closets at the end of each day.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
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551 SPRUCE STREET
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November 4, 1968

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November 14, 1968

BULLETIN #5

TO: All Staff

FROM: Dr. Rebecca Butler

ADULT ATTENDANCE

Attention must be given to the number of absences. Instructors should make every effort to make their work meaningful and appealing. The Counselor should: 1. get to know the Adults, 2. acquire an understanding of their problems, 3. be able to offer suggestions, 4. provide leads for the solution of these problems.

When an Adult is absent, there must be an attempt made to: 1. communicate with him, 2. inquire about his reason for being absent, 3. offer any possible help if he needs it, 4. encourage him to return.

ADULT PROGRESS

Individual Adult folders should be accessible to him when he enters the room. The folders should contain a record of work he has done and work he is to do that session. The contents of the folders should provide opportunities for Adults to determine their own progress.

PRE-TEST - POST-TEST

Instructors should be sure that every Adult has been involved in a pre-testing experience to determine what "program prescription" is to be designed for him. The pre-testing is to be supervised by the Counselor. At the end of every unit of work, testing on that unit is to be done by the Instructor. Results should be recorded on the Adult's profile form.

When a person is about to leave the Center, a post-test should be administered under the supervision of the Counselor.

ADULTS WHO LEAVE

Instructors must notify the Counselor when an Adult is terminating his program. The Counselor is to conduct an "exit interview" with the Adult and prepare Camp Form III, and file the Adult's program folder in the Counseling Office.

Bulletin #5 (continued)

EVALUATING PROGRAMMED MATERIALS

Use the procedure emphasized during In-Service sessions with the Center Director. Mr. Ast will explore this again when he visits on November 19, 1968.

LEAVING THE BUILDING

It is the responsibility of the Director to know what is happening in the building. Therefore, it is necessary that Staff members inform the Center Director when they find it necessary to leave the building during their working hours, except during lunch time. Please use the In and Out booklet for these notations.

STAFF ATTENDANCE

Please remember to follow directions spelled out in Bulletin #1 regarding absences. It is most important that you notify the Office as requested when you plan to be absent.

LUNCH PERIODS

Lunch periods are one hour in duration. Please return to your duties at the end of the hour. It is not good practice to have the Adults sitting around awaiting instructional help.

SUBMITTING BILLS

Please do not submit a bill for payment in regards to any activity initiated without previous commitment by the Center Director.

PHONE CALLS

Please do not request to make personal out-of-town calls on the phones.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

November 26, 1968

BULLETIN #6

FROM: Dr. Rebecca Butler

TO: All Staff Members

STUDENT COMPLAINT

Neighborhood Youth Corps (NYC) has been a primary source for registrants. Let's sell our program to them.

Last Thursday, the NYC girls met at the Episcopal Center and complained about the "lack of teaching" and disinterest on the part of Instructors at our Learning Center. This was fed back here. It is therefore essential that:

1. Instructors avoid leaving classes unattended to register Adults in the Counseling Office, or to visit other rooms for unnecessary matters.

2. Learning area atmosphere should be conductive to Learning. It is impossible for Adults to concentrate when Instructors are talking together near them. If it is necessary for Instructors to converse, move away from the Adults and talk in low tones. One Adult's work should never be discussed in the presence of another Adult.

APPEARANCE OF THE BUILDING

Attention needs to be given to our housekeeping. The lounge is usually disarranged, paper on the floor, and empty coffee cups in evidence.

The lavatories present an unsightly picture at all times. Take time out to discuss this with the Adults and motivate pride in the Learning Center. This is teaching Social Living.

THANKSGIVING HOLIDAY

Please announce to Adults that the Learning Center is closed on November 29, 1968.

SMOKING REGULATIONS

The Lounge has been set aside for smoking. Staff members should not encourage Adults to violate this rule by smoking in Learning areas with them. Provide opportunities for Adults to go to the Lounge when they wish to smoke.

Bulletin #6 (continued)

LATENESS

Being on time is a responsibility of the real professional. The Adults come on time and expect to find someone here to help them. Let's be here when we should.

VISITORS

Will you please let the Director know when you invite or have visitors in the building to observe.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

January 13, 1969

BULLETIN #7

TO: All Staff Members

FROM: Dr. Butler, Director

REPORT OF OBSERVER'S REACTIONS

Each Staff Member has been supplied with a written copy which reflects the total reactions of last Wednesday's Observers. Let us use these reactions as stimuli for carrying out the purposes of the Project. Feel free to individually discuss these with the Center Director.

AGENDA FOR TODAY

1. The Director will visit rooms and view instructional activities during the morning. The visits and observations are to be followed by individual conferences with each Instructor observed. Please have your folders with previous Bulletins available.

2. The Learning Laboratory Specialist and the Counselor will meet with the Director in the Lounge at 11 a.m. Referral Forms, Yearly Record Reports, Permission Forms For Releasing Records devised by the Director will be discussed.

3. Lunch is to be observed from 12 to 1 p.m. as usual. At 1 p.m., there is to be a General Staff meeting in the Lounge. All members are expected to be ready to begin at 1 p.m. Instructors should plan so that Adults can work independently during the meeting.

   Instructional procedures will be the topic of the meeting and led by the Instructional Team--Lab Specialist, Counselor, and Staff.

4. From 2 p.m. until closing time, Instructors are to devote their attentions to synchronizing their instructional activities with the agreed upon instructional procedures.

TUESDAY'S AGENDA

1. At 11 a.m., the Learning Center will again be visited by a Group of Observers.

2. The Evening Staff has been scheduled for In-Service at the Camden City Learning Center. The following Day Staff Members have agreed to substitute in the evening and will observe the schedule below:

   Mrs. Ruth Flippen: 9 a.m. to 2 p.m., 6 p.m. to 9 p.m.
   In Charge of Building--Registrations, Phone, General.

Bulletin #7 (continued)

Mr. Armando Rodriguez: 10 a.m. to 2 p.m., 6 p.m. to 9 p.m.

Mr. Lindsey and Mr. Mackler are asked to remain until 6 p.m. They may arrive later in the morning to compensate.

Site of the In-Service is Walt Whitman Hotel, Broadway and Cooper. I will hold a Staff Meeting from 6 p.m. to 7 p.m. In-Service begins at 7 p.m. Day Staff members are invited, but not required to attend.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

January 13, 1969

BULLETIN #8

TO: All Staff Members

FROM: Dr. Butler

Topic: Individual Record Reports

DIRECTIONS FOR COMPLETING RECORD REPORTS

It is the responsibility of the Counseling Staff to provide a duplicate Record Card, complete with vital statistical data, for each registered Adult.

One card is to remain in the Counseling Office. The other is to be part of the files in the Learning Lab.

At the end of each Instructional and Learning Cycle, Instructors are to receive the cards from the Counseling Office. The Instructor will record the Adult's test scores for work done under his supervision. The Instructor is to use spaces on the Record Cards to indicate the name of test, date administered, and to write relevant statements under "Remarks". These statements should represent an insight as to the Adult's progress and also his needs.

Since pretests and post tests are administered under the directions of the Counseling Office, the Counselor will supervise the posting of these test scores on the Record Cards.

After entries (each Cycle) by Instructors, the cards are to be viewed jointly by the Learning Laboratory Specialist and the Guidance Counselor, both of whom should be sure to initial their names in the space under the appropriate Cycle space.

The Counselor is to then present each card for viewing, to the Center Director. After initialing in the appropriate Cycle space the Director will return cards to the files of the Guidance Counselor.

The posting of the required data accurately and ON TIME is essential for the experimental aspect of the Project.

NOTE: The above directions are subject to revision based upon our experience.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

January 23, 1969

BULLETIN #9

TO: All Staff Members

FROM: Dr. Butler

INVENTORY

For insurance purposes, it is essential that all supplies, teaching materials and hardware be inventories as follows:

Article	Author or Company	Quantity
	software	
	hardware	

Send list to Main Office as previously requested

CARE OF MATERIALS

Materials borrowed from the Learning Laboratory must be returned at the end of each day's session. Indicate your possession of materials by signing on the sheet provided by the Laboratory Specialist.

DAILY ATTENDANCE

It is important that the presence or absence of Adults be recorded each day. Use Attendance Sheets posted in the Main Office and the Counselor's Office to show attendance.

LATENESS FROM LUNCH

Lunch period for all day staff is from 12 to 1 p.m. It has been ovserved that most staff members are late. Therefore, staff members are again reminded to be ready to resume their responsibilities at 1 p.m. By 1 p.m. all Adults should be back in their various learning areas and working.

SELF-EVALUATION

This report is past due for some Staff Members. Please attend to this by Friday, January 24, 1969.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

January 27, 1969

TO: Evening Staff

FROM: Dr. Butler

ADULT ATTENDANCE

Recording Adult Attendance is very necessary. Be sure to do this for each Adult every night. If a person is absent, an "A" should be placed in the appropriate space by his name. If he is not expected that night, the space should be Xed out. If the person is present, a "P" should be placed in the appropriate space by his name.

CAMP FORMS

There should be no Camp Forms in the Folders of Instructors. There should be 3 Camp Forms made out at Registration. Two go to the Counseling Office Folders. One is left in the Main Office.

If there are Camp Forms in the folders of Instructors please remove them. Give them to the Counselor who will place them where the Forms belong.

PRESCRIPTIONS (Individualized Program Plan)

If a Student completes his Program Plan, the Instructor should test the person in the area of the work spelled out in the "Prescription." This testing is to give an idea of the extent of learning that took place. The name of the test given and the test results should be listed on the "Prescription Sheet" and also the Adult's Progress Record Sheet. The number of hours it took an Adult to complete an individual Program Plan must be recorded on the "Prescription" form.

When an Individualized Program Plan is found to be unsatisfactory, a note indicating this should be written on the "Prescription" form. Another Program Plan should be developed and written. Each "Prescription" should be numbered such as (1) or (2) at the top of each form.

INSTRUCTOR'S ROLE

Although many materials are "programmed," the role of the Instructor is vital. The Instructor must introduce all new materials to the Adult. He should use a variety of supplemental materials that are not necessarily "programmed." All supplemental materials used should be noted on the Adult's "Prescription" and his Progress Record Card.

Try to get your Adults acquainted with an in the habit of reading the newspapers. We subscribe to "News for You." This makes interesting and easy reading.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION LEARNING CENTER
551 SPRUCE STREET
CAMDEN, NEW JERSEY

March 10, 1969

BULLETIN #10

TO: Staff

FROM: Dr. Butler

Please return bottom survey today.

VISITATION

Mr. Ast is expected to introduce Dr. Allan Knox and Evaluation Staff today and tomorrow.

TO: Professional Staff
FROM: Dr. Rebecca Butler

March 10, 1969

VACATION

Please indicate your desire to have Learning Center closed for two weeks in August. This will permit everyone to have vacation at same time.

Yes No First Week Second Week Third Week Fourth Week

Staff Member's Name_____

NEW JERSEY STATE DEPARTMENT OF EDUCATION
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551 SPRUCE STREET
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March 11, 1969

BULLETIN #11

TO: All Staff Members

FROM: Dr. Butler

TOPIC: Permanent Record Cards

Please refer to our Handbook of Procedures in regards to the use of "Permanent Record Cards."

The following color code will indicate the agency which referred the adult to our Center.

WHITE: New Jersey Employment Office and Youth Opportunity Center

GREEN: Office of Economic Opportunity and Neighborhood Youth Corps

YELLOW: Manpower Development Training Act

PINK: Work Incentives Program

ORANGE: Others and Walk-Ins

The Permanent Record Cards are not to be removed from the Counseling Office.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
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March 12, 1969

BULLETIN #12

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2. Reactions of your Adults to the Learning Center's Program.

3. General Goals or what you hoped to achieve through the Center's operational procedures.

4. An appraisal of instructional materials used by you.

5. New instructional materials and techniques used.

From time to time, you will be asked to discuss the above areas with the Center Director.

ERIC Clearinghouse
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on Adult Education